

Title	Step Out of Apathy!		
Creator:	Williams, Brenda L. bwengteach@aol.com		
Source:	Secondary PBL Project, 2008-2009		
Project Idea:	<p>People say kids these days don't care. Experts say that students are apathetic, and they only care about themselves. (See Resources for articles.) What can we do to prove them wrong? Why are people so apathetic? What does it take to make someone care? How can we persuade them that one person can make a difference?</p> <p>Students will research a human rights issue (i.e. genocide, world hunger, global warming, domestic violence, teen pregnancy, drug/alcohol abuse, natural disaster, terrorism, religious persecution) and produce a persuasive media product appropriate for a certain age group. Students will create a media product in which they persuade citizens to become aware of and to become involved in happenings around the world and their community. Groups will produce and present or teach character education lessons for a particular age group: pre-school, K-2, 3-5, 6-8, 9-12, college, or adults.</p>		
Entry Event:	<p>The West Virginia Department of Education is searching for a new character education program for its elementary, middle, and high schools. You are to design a character education project for the age group of your choice: pre-school, K-2, 3-5, 6-8, or 9-12. You will use this project to persuade students and other community members to care about human rights issues from around the world. You must investigate the issue, produce a public service announcement, and teach the project to members of the appropriate age group. You must also present your project to a panel of judges made up of community members, teachers, school administrators, and county board of education members.</p> <p>The purpose of your unit is to persuade people to become "UPSTANDERS" instead of bystanders. "Upstanders" are citizens who choose to do the right thing when faced with moral conflicts.</p> <p>Remember:</p> <p>Albert Einstein said, "The world is too dangerous to live in – not because of the people who do evil, but because of the people who sit and let it happen."</p> <p>Bruno Jasienski said, "Do not fear your enemies. The worst they can do is kill you. Do not fear your friends. At worst, they may betray you. Fear those who do not care; they neither kill nor betray, but betrayal and murder exist because of their silent consent."</p>		
Power Standard:	The student will critique persuasive language and techniques in informational text and media and properly use public and private information to understand, evaluate, and to create media communications.		
Content Standards & Objectives:	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target
	<p>RLA.O.10.1.5 evaluate the author's use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).</p> <p>RLA.O.10.1.11 critique persuasive language and techniques as found in literary and informational texts and</p>	<p>Student will evaluate the author's use of specific information in text.</p> <p>Students will evaluate author's purpose, main and supporting details, facts, statistics, definitions, and figurative/nonfigurative words.</p> <p>Students will critique persuasive language and techniques.</p>	<p>Students will find and analyze editorial cartoons about their chosen issues. They may also create their own cartoons for the final presentation.</p> <p>Students will use facts and statistics to build their final persuasive presentations.</p> <p>Students will present examples of persuasive language and techniques in a small-group discussion. Discussion Rubric: http://www.novelapproachpbl.com/ProjectAssessmentTools.htm</p> <p>Students will write a persuasive letter using primary and secondary sources as evidence of their research. Persuasive Letter Rubric.</p>

	media.	Students will use primary and secondary sources.	Presentation Rubric. Participation Rubric.
	RLA 10.2.3 evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	Students will evaluate and analyze informational media.	Students will keep daily research logs in which they record notes and bibliographic citations from primary and secondary sources. Logs will be used as exit passes from class. Teacher will check daily. Electronic journals may be kept.
	RLA.O.10.3.5 understand, evaluate and create media communications	Students will synthesize informational media into their own writing.	Students will cite sources and will not plagiarize.
	RLA.O.10.3.6 properly use private and public information.	Students will understand and evaluate media communications. Students will create media communications. Students will properly use private and public information.	

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.9-12.1.LS1 - Student recognizes information needed for problem solving, can efficiently browse, search and navigate online to access relevant information, evaluates information based on credibility, social, economic, political and/or ethical issues, and presents findings clearly and persuasively using a range of technology tools and media.	Mini-lesson on Boolean search terms. Whole group lesson on bias and reliable sources. Teacher scaffolds technology tools using tutorials and websites.	Students conduct website evaluations and recognize reliable sources. Students will present findings in final persuasive media presentations. Presentation Rubric.
Thinking and Reasoning Skills:	21C.O.9-12.2.LS4 - Student visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original and well developed. Student shows capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.	Whole class and small group discussion. Teacher teaches graphic organizers and other brainstorming techniques. Teacher discussion about plagiarism.	Final presentation. Presentation Rubric.

Personal and Workplace Skills:	21C.O.9-12.3.LS4 - Student demonstrates ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.	Students will investigate world problems and come to their own solutions. Students will communicate effectively. Students will write survey questions .	Completion of questionnaire. Distribution of questionnaire. Analysis of questionnaire. Survey Rubric Presentation Rubric . Peer Evaluation Rubric .				
Performance Objectives:	<p>Know</p> <p>How to recognize and critique persuasive techniques How to find primary and secondary sources How to use a research log to take notes and to cite information correctly How to use private and public information correctly How to evaluate author’s purpose/perspective, main/supporting details, specific facts, statistics, definition, and figurative/nonfigurative words. How to understand, evaluate, and create media communications</p> <p>Do</p> <p>Acquire and evaluate primary and secondary sources. Create and conduct survey. Write letters. Persuade people. Cite sources. Take notes. Create multimedia presentation. Collaborate with others. Communicate effectively and ethically. Demonstrate civic responsibility.</p>						
Driving Question:	How do we persuade others to become “UPSTANDERS” instead of bystanders?						
Assessment Plan:	<p>FAT-P (Format, Audience, Topic, Purpose) 1 – In order to do your group presentation, you must first determine what people in your chosen age group already know about the world issue you chose. You must design an age-appropriate questionnaire, distribute it, and analyze the data to see what you need to teach your audience. You may use an online survey generator and collect data on a blog or message board, you may conduct a phone survey, or you may print a hard copy of the survey and distribute it by hand. However you choose to do the survey, you must survey the audience you have chosen for your character education project. For instance, if you are doing a project about AIDS, and your audience is young adults, you must survey young adults. Questionnaires should have at least fifteen questions.</p> <p>FAT-P (Format, Audience, Topic, Purpose) 2 – Find an editorial cartoon that addresses your world issue, or find one that persuades others to become involved. You are to write a letter to the editor of the source in which you found the cartoon, state your opinion of the cartoon, and ask for input for your character education unit. OR Write a letter to Oprah or a politician about the cause your group has chosen. Come up with a call to action: a request for support, materials, or money.</p> <table><tr><td>Major Group Products</td><td>Questionnaire/survey/experiment Group planning timeline and contract Persuasive Presentation Character Education Product (i.e. children’s book, play, video)</td></tr><tr><td>Major Individual Projects</td><td>Reflective Journal (Research log) Written responses to academic prompts Persuasive Letter</td></tr></table>			Major Group Products	Questionnaire/survey/experiment Group planning timeline and contract Persuasive Presentation Character Education Product (i.e. children’s book, play, video)	Major Individual Projects	Reflective Journal (Research log) Written responses to academic prompts Persuasive Letter
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Rubric(s) I Will Use:	Collaboration Participation Rubric	X	Written Communication Persuasive Letter Rubric	X
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication		Other	
Other Classroom Assessments For Learning:	Quizzes/Tests		Practice Presentations	
	Self-Evaluation	X	Notes	
	Peer Evaluation	X	Checklists/Observations (Journals)	X
	Online Tests and Exams		Concept Maps	
Reflections:	Survey	X	Focus Group	
	Discussion	X	Task Management Chart	
	Journal Writing/Learning Log		Other - Presentation Rubric	X

Map The Product:

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	
1. Persuasive techniques		X	
2. Presentation skills			
3. Generate research questions		X	
4. Use primary and secondary sources			
5. Use information correctly.	X	X	
6. Collaboration on group product	X	X	

Resources:

Library Media Specialist
Technology Integration Specialist
Administrators
Counselors
Other faculty and staff

Computer
Internet
Printer
LCD Projector
VCR
DVD player
Digital Camera
Weblogs

- Newspaper reporters and editors
- Local television stations
- Local radio stations
- Community library
- Parents
- Local Board of Education

Art supplies

poster board
 newspapers
 books
 magazines

Other Materials:

"Caught on tape: Hospital patient left to die"

"Emergency room staffers ignored 49-year-old woman who fell to the floor"

<http://www.msnbc.msn.com/id/25475759?GT1>

"Hit-And-Run Horror: Hartford Man Mowed Down: Former Bronx Resident, 78, Paralyzed From Neck Down; Family Upset After Dozens Of Witnesses Do Nothing"

<http://wcbstv.com/local/hit.and.run.2.740878.html>

"Survey: Today?s teens less honest, apathetic about ethical standards" http://www.khou.com/topstories/stories/khou081201_tnt_high-school-cheaters.1dda9a90.html

http://www.khou.com/topstories/stories/khou081201_tnt_high-school-cheaters.1dda9a90.html

<http://www.lyrics.com/index.php/artists/lyric/nickelback-lyrics-if-everyone-cared>

Eve Bunting's [*The Terrible Things*](#).

Martin Niemoller's statement "At first they came for the Jews..."

[*Good Man in Hell*](#) about Rwandan Genocide.

[Liberty Mutual Responsibility commercials](#).

[Foundation for a Better Life public service announcements](#).

ABC's 20/20 episode with [Erin Gruwell](#), the teacher from *Freedom Writers*.

Power Points for research

<http://cms.fhdschools.org/agunnell/OprahWebquest/Resources/tabid/7463/Default.aspx>

Online survey generator <http://www.surveymonkey.com/>

Children's picture book lesson http://www.readwritethink.org/lessons/lesson_view.asp?id

http://jabba.edb.utexas.edu/it/fc_resta_courses_files/csc/rubric_peer.html

Manage the Process:

Project Launch: Students will watch an excerpt of CNN's [*Scream Bloody Murder*](#).

Step 1 – Entry Event

Student survey: ["What Would You Do?"](#)

Nickelback's "If Everyone Cared" video.

Share examples of film and print showcasing people standing by and watching horrific events.

See Resources for examples.

Step 2 -- Conduct [Knowledge Rating Scale](#).

Brainstorm world issues and generate class list of topics for research.

Form groups according to students' interest in the topics. Write group contracts.

Step 3 -- Mini-lesson on [Boolean search terms, citations, taking notes, bias, and reliable sources](#).

Preliminary research. Groups decide on final topics.

Step 4 -- Students will create and conduct a survey of their peers about their research topic to see what people in their age group know about it.

Students should collect survey results and use the information to guide their research.

Step 5 -- Project research. Find primary and secondary sources.

Make bibliography and take notes using [Research Log](#) or electronic sources.

Organize information for final presentation.

Step 6 -- Students will choose which medium to use to produce their presentations.

Students will then create a group task list and assign roles for the project.

	<p>Step 7 -- Find, evaluate, and analyze editorial cartoons using Newspapers in Education site.</p> <p>Step 8 -- Practice presentations or publish final copies.</p> <p>Step 9 -- Presentation in front of appropriate age group and panel of community judges.</p> <p>Step 10 -- Final project reflection and review. Peer evaluations. Self Reflection on Learning.</p> <p>Ideally, this project would take place near the middle of the school year after the teacher has had a chance to get to know the students and their maturity levels. It could be used in conjunction with a novel such as <i>Animal Farm</i> or <i>The Wave</i>. Students will be placed in groups according to the world issues that they want to research.</p> <p>The purpose of the project is to persuade different age groups that one person can make a difference.</p> <p>Students will conduct preliminary research before they choose a final topic. Then they will consult primary and secondary sources to create a media product which teaches people to stand up for other.</p> <p>Group members must keep a research log, blog, or Google document to cite their sources and information. Modifications should be made according to individual education plans.</p>
Project Evaluation:	<p>Final product/presentation. (Presentation Rubric)</p> <p>Collaborative Learning Evaluation (Participation Rubric)</p> <p>Self Reflection on Learning</p>
Resource Files Uploaded	<p>Resource Files</p> <ul style="list-style-type: none"> • UP3283WS2.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS2.doc) • UP3283WS3.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS3.doc) • UP3283WS4.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS4.doc) • UP3283WS5.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS5.doc) • UP3283WS6.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS6.doc) • UP3283WS7.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS7.doc) • UP3283WS8.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS8.doc) • UP3283WS9.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3283WS9.doc)